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THE DEVELOPMENT OF LAWRENCE.

Seventy years ago the present autumn there was presented to the Rock River Conference of the Methodist Episcopal church which then had as one of its presiding elder's districts the territory of Wisconsin, a proposition from Amos A. Lawrence of Boston, Mass., a recent Harvard graduate who with his distinguished father had caught a vision of the future possibilities of the great northwest, to the effect that he would give \$10,000.00 to establish a literary institution somewhere in northeastern Wisconsin, if the conference would secure a like amount. He accompanied his offer with the following noble words: "there seems to be a good opportunity, not only of improving the tone of morals and the standards of education in that vicinity, but also of conferring a lasting benefit on a portion of our own countrymen who need it," words unselfish and high enough to honor the founding of any institution of learning. The conference which was interested in establishing a college in Illinois, hesitated about accepting the gift but put the matter into the hands of Rev. Wm. Sampson, presiding elder of the Wisconsin district, who had the new school much upon his heart and who took steps to bring it into existence. In December of 1846 he and other men who were interested, wrote a petition to the legislature with the result that a charter was granted and signed by the governor on January 15, 1847. A committee was appointed to select a location and a subscription paper circulated to meet Mr. Lawrence's condition, which begins: "Notice to the Benefactors of Our Country. The Lawrence Institute is to include a preparatory and Teachers' Department, under the same charter, affording gratuitous advantages to both sexes of Germans and Indians."

We may, therefore, properly consider the fall of 1846 as the birth time of Lawrence College. It would seem to be a fitting thing on the seventieth anniversary of this important event to say something of the growth that has attended the college during the years, the work it has done for society, and the prospects which lie before it for future usefulness. It is not, however, my purpose to give a full review of these interesting years, first because time would be lacking, second because the early history of all colleges in new states is about the same, the story of unusual struggles, of noble sacrifices, of inadequate equipment but noble consecration to learning, of raw material transformed into sterling worth, and in short of results achieved far beyond what equipment and resources would rationally call for. The first fifty years of the history of Lawrence was one of alternate hope and despair, of heroic efforts to make brick without straw, but of distinguished achievement in that it sent forth from its walls hundreds of young men and women who have wrought nobly in all parts of the earth, some of them rising to positions of national influence and exceptional power. I shall leave this chapter of beginnings and confine myself to a discussion of the progress that has been made during the last two decades, believing it will be a basis for encouragement, and an inspiration to put renewed effort into meeting the needs of the college at present and helping it to realize the possibilities for great usefulness which lie before it in the immediate future. I shall, therefore, make a comparative study of its growth during the past twenty years in several important directions.

I. Growth in Student Attendance.

I shall consider only the students in the college of Liberal Arts, the academy and the musical department.

In 1896 we had in the college department 86 students, in the preparatory 97, and in music 94, or a total of 277 of whom perhaps fifty were duplicates. Five years later in 1901 we had 172 college students, 78 in the academy and 100 in music. You will notice that the college students more than doubled in five years while the other departments decreased, the total attendance being 350, an increase of 83. Five years later or in 1906 we had 250 college students, 73 in the aca-

demy and about 90 in music, or an increase in the college of 78, and a total increase of 53. In 1911 we had 422 students in college, 21 preparatory, the department being in process of discontinuance and 160 in music. During this five years the college students doubled. The present year, or five years later, we have had 563 students in college and nearly 250 registered in the Conservatory of Music, that is we have 141 more college students than five years ago and 90 more music students. Thus our college attendance has increased from 86 to 563 in twenty years and has increased 335 in the past ten years.

The increase of freshmen and seniors in each of these five year periods is also interesting and is as follows:

	1896	1901	1906	1911	1916
Freshman	34	85	118	188	271
Senior	20	21	38	58	82

As our attendance in the college classes has nearly multiplied eight times in twenty years, if it should increase in like proportion in the twenty years to come we would have 4504 students. This of course will not be possible and especially as viewed from the standpoint of the ability of the college to care for them. It would necessitate an endowment and equipment of at least \$20,000,000. The time has come when growth must be very gradual and every effort made to give those whom we have the best possible facilities and instruction.

II. Growth of the Faculty.

Another viewpoint from which to consider Lawrence advancement is that of the faculty. The faculty more than all else makes the school and the equipment and strength of the faculty is a good criterion of an institution of learning. In 1896 we had 12 teachers in the college, nearly all of whom also taught academy classes and two teachers in music. Of these two had the degree of Ph.D., four a Master's degree, and one a Bachelor's degree. In 1901 we had fifteen teachers in the college who also did nearly all the preparatory work and three teachers in the department of music. Four had the degree of Ph.D., five the Master's degree, and one the Bachelor's. In 1906 we had 22 teachers in the college, several of whom taught in the academy,

two tutors in the preparatory department and four teachers in music. Of these, 6 had the degree of Ph.D., 7 the Master's degree, and the other college instructors with two exceptions the Bachelor's degree. In 1911 we had twenty-eight teachers in college, the academy had been surrendered, and there were nine teaching in the Conservatory of Music. Of these ten had the Ph.D. degree, ten the Master's degree, two honorary Doctor's degrees, and four the Bachelor's degree. In 1916 we had thirty teachers in the college giving full time and three giving part time, and twelve teaching in the Conservatory. Of these 14 had the Ph.D. degree, three the honorary Doctor's degree, 9 the Master's degree, and five the Bachelor's.

During the five years from 1896-1901 most of the professors taught from twenty to twenty-five hours per week, while at present the requirement is fifteen hours for full work. In 1896 most of the professors taught in several departments, thus one professor taught Greek, literature and some philosophy; another taught physics and chemistry, and another biology, botany and geology; another history, political science and sociology, and in short practically every professor either carried two or three departments or taught in them. At present no professor teaches out of his department, and several have one or more associates or assistants. There were able men in the faculty twenty years ago, men who deserved the name of great scholars and great teachers, but they were weighed down with work and could not give the best that was in them, while there were others who did not have the training to do college work and were not equal to the responsibilities imposed upon them. The training of the present Lawrence faculty and their efficiency as instructors far exceeds anything the college has known in any previous period of its history.

III. Growth in Courses and Equipment for Instruction.

The real test of the development of an institution of learning is not in its increased attendance, but in the expansion of its work and in the efficiency of its instruction. It is at this point that the progress of Lawrence is most marked, as a comparison of the courses offered twenty years ago and now will manifest. This is also what comes last to the attention of

the casual observer. The material growth of the plant, the new buildings erected are apparent, the increased attendance of students makes itself readily manifest, but the changes and expansion going on within the college walls, the passerby does not see. Gratifying as is the development of Lawrence in other lines, the most significant growth has been in the instructional work as the following facts will manifest.

Twenty years ago the president of the college, besides the work of administration, taught seven courses in philosophy and four in religion, besides occasionally helping out by taking a class in other departments. In 1916 four men taught these departments, giving twenty-six courses. Whereas in 1896 there was one course given in English Bible, in 1916 there were eight. In modern languages in 1896 two years of work were given in German by one teacher who also taught two years of French and acted as preceptress. In 1916 there are five teachers who give their time to teaching modern languages, and instead of two years of elementary German and French, fifteen courses are given in German, four years of work in French and two years in Spanish. In science in 1896 two teachers offered all the work, which consisted of two courses in physics, two in chemistry, three in geology, two in biology and one in botany. At present there are six teachers of science who are giving ten courses in biology, six in botany, six in chemistry, ten in geology, and nine in physics. In English in 1896 one teacher taught all the preparatory and college English and also taught two classes of Latin. Two courses of literature and one of rhetoric were offered. In 1916 four teachers are giving full time and one part time to the work in English, ten courses being offered in composition, one of these being heard in ten divisions, and twenty-seven courses being offered in literature. In 1894 one professor taught all the classes in history and social science, five courses being given in history and eight in social science. In 1916 three men are giving all their time and another part time to these subjects, thirteen courses being offered in history and twenty-two courses in social science. It would be wearisome to go through all the departments in this way which would all reveal a like development. It will be sufficient to summarize and say that in 1896 there were offered in the

college department fifty-six different courses taught by twelve teachers, most of whom also taught in the academy. In 1916 there were two hundred and thirty-four courses offered by thirty-one teachers who teach only in the college. In 1896 we had eleven departments while in 1916 we have twenty departments. The new departments introduced since 1896 are Historical and Social Art, Biblical Literature, Botany, Education, Engineering subjects, Public Speaking, Religion, Spanish, Sociology and Commerce, Physical Education for Women.

But the difference in instruction is not alone in the increase of departments and courses but also in the equipment necessary to do good work. In 1896 we had no science hall and practically no laboratory work. There was one room about 20x20 which had a shelf around the wall with a little glassware which was the chemical laboratory, and there was a room 9x20 which also had a shelf along the wall which was the physics laboratory. There was one microscope and a little antiquated physics apparatus. Outside of the mathematical equipment which was superior, the observatory having been built in 1894, and the museum, which had recently been purchased, we doubt if the scientific equipment of the college was worth more than \$500. There were no stereopticons, illustrative material, only a few old maps, no slides, models, etc., and the library had but about fourteen thousand volumes, with modern books conspicuously absent. In 1916 we have a very fine science hall, modernly equipped, with twelve fine laboratories, and twenty-four other rooms for recitations and experimentation uses, besides an excellent museum. The scientific apparatus and other material is extensive and the library has grown to contain over 34,000 volumes. Not including the cost of the Science Hall or the library, the scientific equipment of the college in 1916 is estimated in the treasurer's report at over \$37,000, while the total equipment of the college, not including buildings or land, is over \$120,000.

The methods of instruction have greatly changed in twenty years. Instead of the text-book method, has come the lecture, the laboratory, the thesis, the seminar, the stereopticon, and the large use of maps, models, and various kinds of illustrative material. The Lawrence professor of today has had the best training of the

modern university, and he uses the most approved methods of advanced educational science. He is better prepared and far more efficient than his predecessors in the technique of teaching, although in extent and variety of learning and in force of personality and above all, in interest in the students, he will probably not average with the teachers of twenty years ago, for the modern professor is a specialist and often lacks the breadth of information, and width of interest and feeling that characterized the leading faculty spirits of the last generation. Teachers like Steele and Jones and Foye and Lummis and Raymond are seldom found in the modern class-room, men of great Christian personality, of extensive information in many lines, of great moral and spiritual earnestness, eager only to serve, less interested in subjects than in men, and infusing their ideals and characters into the lives of those whom they taught with mastering force.

IV. Growth and Educational Organization.

Twenty years ago Lawrence was a conglomerate institution with the college the minor part of it. There was apparently no clear conception of the true function of a college and only the beginning of a true educational organization. The institution had a number of departments which were of high school character and the larger part of the student body was doing this work. Thus there was an academy with an academy organization which had ninety-seven students while the college had only eighty-six. There was a commercial department doing the ordinary work of a cheap business college, with seventy students, there was a musical department with 94 students, an elocution department with twenty-five students, an art department with twenty-six students, and a post graduate department with four students, not to mention the university extension department. The college had no organization, the entire conduct of the institution, financial, administrative, and all else being in the hands of the president who also taught from fifteen to twenty hours per week. He collected all bills, drew all orders, bought all supplies, raised money, spoke in the churches on Sunday, and did enough for four or five men to do. All this has been changed. The university with a dozen teachers has become a modest college with forty-seven.

The president, instead of writing all the letters himself, has an office force. The academy, the commercial school, the art department, the post-graduate school, and the university extension department have been dropped, and there are but two departments left, a well organized, modern college and a detached and well organized conservatory of music with a dean and faculty and plant of its own. While the college could be improved in its organization if it were starting new, it is as well modernized as can well be done without working injustice to some worthy men who have been long in service. The whole institution has been put on a modern basis with student advisors, a student senate, an honor system, self-government in the dormitories, intercollegiate athletic and oratorical activities, deans in dormitories, regulation of extra curricular activities, faculty committees constantly at work studying the methods of other institutions and reporting suggested improvements. It is not exaggerating the facts to say that Lawrence has come to be recognized as one of the best organized and progressive colleges in the country, as is indicated by the recognition given it by leading educational organizations of the land. The last number of one of the most prominent educational journals in the country has an able article on college organization in which Lawrence college is commended twice for certain advanced steps that have been taken.

V. Growth in Reputation.

What has been said above leads naturally to a statement about the growth of appreciation which has come to Lawrence in twenty years. In 1896 Lawrence was looked upon as a feeble and struggling college, poorly equipped, whose future existence was problematic. Two years previous the Conference had seriously considered the advisability of selling the institution and building a dormitory at the seat of the state university. The college had no educational standing abroad, and was seriously and widely questioned at home. But with the flight of the years has come a change and Lawrence's reputation as a good college has been well established as the following facts, among others, will testify:

a. It is in class A in the classification of colleges, by the University Senate of the Methodist Episcopal Church.

b. It is a member of the North Central Association of Colleges.

c. It is on the accepted list of the General Education Board of New York and has been twice given large bequests by it.

d. It is on the accepted list of The Carnegie Foundation for the Advancement of Teaching.

e. It is on the list of institutions recommended by the Association of American Universities to the German Universities as a first grade college.

f. It has been given a chapter of Phi Beta Kappa after a most rigorous inspection.

g. It has been taken into the Association of Collegiate Alumnæ which only enters the best colleges and universities.

h. All the leading universities which accept credits from other schools accept its credits.

i. Several of the most prominent honorary college fraternities have granted it chapters.

j. Eminent educational authorities have testified to the high quality of its work. The following testimonials are samples of many others in hand:

BISHOP ANDERSON'S ENDORSEMENT.

Lawrence College, of Appleton, deserves high rank among the leading educational institutions of this country; thorough in scholarship, adhering to the noblest educational ideals, affording a Christian atmosphere of the finest type, it is entitled to the patronage and support of all good people. It has filled an important field in the educational interests of Wisconsin, and undoubtedly is a great factor among the forces that make for efficient leadership in the country. I commend it without reservation.

A WORD FROM BISHOP QUAYLE.

I know Lawrence University and its work and its President and Faculty. I do not hesitate to say that this college represents as high grade college culture methods as any college in Methodism. Its fruits are known and it would be hard to say a word of praise too strong for this institution.

BISHOP NICHOLSON'S CORDIAL WORDS.

I have long been familiar with the work of Lawrence College, Appleton, Wisconsin. More recently I have had opportunity for personal visitation of the institution. It has a fine plant, an excellent faculty, a good equipment, and a praiseworthy educational spirit. Its moral and religious ideals and standards are good, and I regard it as one of the strong colleges of the Middle West.

VI. Growth of the Student Life.

While the activities of students outside of their classroom work is not usually regarded as important, and while much is being written about the college being a four years' frolic, as a matter of fact no small part of a college man's education comes from his extra-curricular activities. Edward Everate Hale, when asked what was the best thing he got out of college, said it was his association with the fellows who were there. There is a decided education in social contact with superior companions and in the varied forms of activity which make up college life. Twenty years ago Lawrence student life was a simple and quiet matter. The literary societies were the social centers. The Y. M. and the Y. W. C. A.'s were earnest organizations. The college paper was a creditable little monthly. In 1916 the college life has become highly complex. Nine national and local fraternities have come in and developed a large number of social activities. Athletics have been highly organized. The Y. M. and Y. W. have very much extended their lines of work. The inter-collegiate debate has taken the place of the local literary society disputation. The college monthly has become an extensive weekly which claims to be the best weekly college paper in America. Without going into details, we may take Lawrence success in debate and in athletics as a test of social progress. Instead of having a literary society debate, we now have a debate class which meets under a competent professor three times a week. In this men are prepared for debates with men in other colleges, and so strong is Lawrence in this work that we have won fifteen out of the nineteen debates held with the best colleges in Wisconsin, Iowa, Minnesota and Michigan during the past six

years. Few colleges, if any, in the country can show an equal record, and because of this exceptional work, a chapter of Tau Kappa Alpha, the honorary debating society, has been given us. But the college has been equally successful in athletics. It held the state championship in foot-ball for six successive years, then after a loss of a year or two it again held the state championship for five years. The record in basket-ball has also been full of triumph for Lawrence athletics. In track also we have won state honors again and again. The reputation of Lawrence in all these outside activities which largely test a college's prominence and strength is not surpassed by any institution of college rank in the middle west.

To summarize I may say Lawrence has ten sororities and fraternities, eleven student clubs such as the civics club, the Latin club, the chemistry club, the German club and so forth; five religious organizations, such as the Y. M. and Y. W. C. A., the volunteer mission band, the Social Service League and the ministers' club; there are also five student administration organizations, eight musical organizations among which the boys' glee club and the girls' glee club are deservedly famous, and five honorary societies founded to recognize scholarships or unusual attainment in some worthy direction. The Lawrence of twenty years ago would not recognize the Lawrence of today.

VII. The Material Development of Lawrence.

a. THE COLLEGE PLANT.

The growth of the college plant at Lawrence during the past twenty years has been very gratifying and significant. Twenty years ago the campus consisted of a portion of land practically 600 feet by an average of 700, nearly a fourth of which was the side of a steep bluff which made it unavailable. Since then the college has bought an athletic field of over four acres, and has purchased land adjacent to the campus for building sites, amounting to just about three and one-half city blocks, at an expense of about \$100,000. The campus land available for buildings has been just about doubled, and the valuation has increased fully eight fold. The treasurer's report of 1896 estimated the land owned by the college at \$20,000, while the present treasurer's report will put it at about \$165,000.

But the growth in buildings has been equally significant. At the close of the school year in 1896 we had four buildings, Recitation Hall, Ormsby Hall, the Observatory and the President's house. Recitation Hall was very sadly out of repair, and during the summer of 1896 \$8,000 was raised and this building was put in good condition by replastering part of it, putting in hardwood floors, remodeling the dome, building the porches which were planned forty years before but had never been built, and redecorating. Ormsby Hall accommodated sixty girls. The observatory was much as it now is, but the president's house was pretty nearly unlivable in the winter and unattractive at any time. Ormsby Hall has been enlarged and remodeled so that it accommodates one hundred and thirty-six girls instead of sixty, and the President's house has been rebuilt, so that nothing but the frame exists as it was in 1896. Besides the changes in these buildings the following additions have been made to the plant: the Stephenson Hall of Science, the Ormsby Annex, the Alexander gymnasium, the central heating plant, the Carnegie library, the Peabody Hall and the Adkins practice building, the Brokaw Hall, the Peabody home, the Smith home, the Oak St. house, the Lawe St. house, Patten Hall, and \$100,000 has just been given for a new girls' dormitory by Mrs. Russell Sage of New York. A site has been purchased the present year for a chapel and over \$40,000 has been subscribed toward its erection. It will be built next year. In 1896 the treasurer estimated the buildings of Lawrence as worth \$74,000. The buildings which the college owns in 1916 including the subscriptions in hand for the new dormitory and chapel are valued at \$525,000, or a gain in twenty years of over \$450,000.

The physical equipment of the college shows a similar development. In 1896 the entire apparatus of the college was estimated in the treasurer's report at \$3,000. The personal property at \$4,100, the museum at \$8,891, and the library at \$26,721, or a total equipment of \$32,712. In 1916 the treasurer's report will show a total equipment of some over \$124,000, or a gain of about \$92,000. While in 1896 the total value of campus, buildings, furniture, apparatus and all other equipment was \$147,112, the total value of the equipment in 1916, including the subscriptions for the Sage

dormitory and the chapel, is about \$725,000, or a gain of \$578,000. The scientific apparatus is now excellent, the museum has been much enlarged, and the library has added over 20,000 books in the twenty years we are considering.

VIII. Income and Endowment.

As the income and endowment of a college are its sinews of war and keep it at work, it is interesting to note what gain has been made in this most important direction. While growth here has been slow and the college is still inadequately endowed, yet there is much cause for thankfulness. In 1896 a movement to raise \$100,000 was begun and when the treasurer's report came out the first of June considerable had been pledged towards this fund, but not including this subscription, none of which was paid in and all of which was conditional on the full amount being raised by January 1, 1897, the total endowment amounted to \$109,112, nearly \$20,000 of which was later stricken from the books as worthless subscription paper. There was about \$85,000 of valuable endowment. In 1916 we have a little above \$907,000 of endowment, including about \$147,000 on which the college pays annuities during the lives of the donors. Thus the endowment has more than multiplied eight times in the last twenty years.

If we consider the income and the expenditures of the college we shall see a like gain. In 1896 the total receipts for all students' fees were \$5,536, in 1916 they were \$44,114 in the college of Liberal Arts, and \$32,766 in the Conservatory of Music, or a total of \$76,880. In 1896 the total interest receipts were \$5,012 while in 1916 they were \$46,225; in 1896 the total receipts from students' fees, interest on endowment, conference collections, rents, dormitories, special collections for current expenses, etc., were \$13,389.40; in 1916 the total receipts were \$177,229. Few things will indicate the growth of the college in twenty years better than the fact that in 1896 the gross income from all dormitories was \$5,064.15, while in 1916 it was \$58,135. If we turn to expenditures we shall have the same fact forcibly impressed. The total amount paid for instruction in 1896 was \$9,225, while in 1916 it was \$61,285; in 1896 printing and advertising cost \$418.54, while in 1916 it

cost \$5,700; in 1896 repairs and improvements amounted to \$274.48 but in 1916 they were over \$5,000; in 1896 fuel, janitor service, water and light, cost \$1,840.88; in 1916 they cost over \$10,000. The total gross expense of running Lawrence college in 1896, including salaries and every other item, was \$17,264, but in 1916 it amounted to \$172,381. If figures speak louder than words, as is sometimes affirmed, then these figures are eloquent testimony to the progress Lawrence has made in a score of years.

IX. Growth in Service.

There are many other particulars in which the development of Lawrence might be shown, some of them fully as significant as any I have mentioned, but we will conclude this part of our discussion with a brief reference to the larger service Lawrence is rendering society today than it did twenty years ago. We are not to underestimate the work of Lawrence when it was a poor and obscure little college. The writer does not forget that thirty-six years ago when it was even smaller than in 1896, he took his diploma from Lawrence and owes to it much of intellectual inspiration and development. But facts are facts, and it is a cause for gratification that the Lawrence of today is doing vastly more for the world than the Lawrence of 1896. The value of a college, like that of an individual, is in its service. It is to be tested by what it does. If the record of Lawrence in the past twenty years does not show something large in benefit to the world those who have put money into it have made a poor investment. That they have not done so, a brief survey will manifest.

It is difficult to judge the work of a college, for it deals with the subtle forces of character and life on which statistics cannot be kept. No one can tell of the new purposes formed, the new ambitions stimulated, the new convictions developed, the new ideals grasped, the new principles incarnated, the new consecrations made, the new interests quickened, the new visions caught and in a measure realized by the hundreds, yes thousands of young people who in the last twenty years have sought the truth in class-room and laboratory and religious service under the guidance of the devout scholars who have constituted the Lawrence

faculty. They have come and gone these successive generations of Lawrence students, but they have gone different boys and girls than they were when they came, broader, stronger, better, with lifted horizons, and a firmer intellectual grasp and a longer reach. They have been making their contributions to society and no one can state how great their influence and service has been. The fact that not more than one-third of those who matriculate graduate makes the problem more difficult, for the college only keeps track of its actual alumni. But a brief statement of what those who have graduated are doing will give a glimpse of what the much greater body of students are probably doing for society.

During the first fifty years of Lawrence history 418 persons graduated from the College of Liberal Arts, but during the last twenty years 793 have taken their diplomas and gone into the world. The number of graduates in the last twenty years is nearly twice as great as in the fifty years preceding. Of the graduates 373 have been teachers in high schools. One can scarcely estimate the influence of such a company of teachers on the lives of their pupils and through them on the state. Thirty-six have become professors in colleges and universities, the following institutions among others having representatives: Harvard, Columbia, Chicago, Northwestern, Wisconsin, Michigan, Indiana, Minnesota, California, Wyoming, Montana universities, and a number of our best colleges. Eleven have been or are superintendents of schools. Three are authors, one being one of the most promising of our American poets. Sixty-two have been preachers and thirteen others have gone to foreign fields as missionaries. Seventeen have become lawyers and several have already risen to places of especial prominence. Six have become physicians, eight professional musicians, six engineers, four librarians, two farmers, eighty-eight business men, nine secretaries of Y. M. C. A.'s or Y. W. C. A.'s, eleven editors, two actors, one dentist, thirteen chemists, eight social workers, three proof readers, one anti-saloon secretary, eighteen are dead, and one hundred and twenty-four have married and become keepers of homes. Of the 793 graduates 93 have gone into some form of religious work and are giving their lives to others in the ministry, the missionary work, social

service, and Christian association activities. That is nearly one in eight has given his life to labor in the interest of religion.

Twenty years is a short time for men to come to eminence, and only twenty-one have been out of college that long, half of the 793 only having been graduated six years, that is, as many have graduated the last six years as in the fourteen preceding. Indeed, only 218 graduated between 1896 and 1906 and the large majority of these were women, but in this small group there is one of the ablest preachers in the Methodist church in New York city, two professors in Chicago University, the editor of one of the most largely circulated papers in the northwest, a promising anthropologist now a professor at Harvard University, a poet of great prominence known in the literary circles of America and England, a surgeon of well known reputation, a professor in a prominent theological school, well known for his work in religious pedagogy; a mathematician whose text-books are used in 2500 schools in the United States; a brilliant lawyer who has made a large reputation in the higher courts, and many others who as scholars, professors in universities, research students, writers and professional men, are winning bright places for themselves in the line of their special callings.

X. The Future of Lawrence.

What we have said about the progress of Lawrence during the past twenty years is itself indicative of what its future is to be. If it should grow in the next twenty years as it has in the last, it will be one of the great institutions of learning of the United States. But if its growth is much more moderate it cannot but expand to be one of the foremost colleges of the land. Wisconsin is already a great state, but the northern part of it, which is contiguous to Lawrence, has only begun to develop. In a few years the state will double its population. Wealth also will increase and the number of those who want a college training will rapidly multiply. All the colleges except Lawrence and Ripon, are in a rectangle in the southeastern part of the state forty miles by sixty. If one draws a line east and west twenty miles south of Appleton there will be a vast ter-

ritory stretching north to Lake Superior with no college in it besides Lawrence. This territory is larger than the state of New York, and as large as a good share of New England. The railroads converge largely towards Appleton on their way to the great commercial centers of Milwaukee and Chicago. Millions of people will some day live in this territory and their sons and daughters will in increasing numbers want a college education. Its fortunate location will bring great numbers of them to Lawrence. With a constantly increasing and loyal alumni, with a rapidly settling contiguous territory, with a growing educational reputation, with steadily increasing equipment and resources, it cannot be otherwise than that Lawrence is destined to have a great future of expansion and usefulness.

XI. What Lawrence Needs.

That Lawrence can meet the increasing demands that are being forced upon her, that she may respond to her opportunities and render the state the service that she should in its expanding life, she must have increased resources and facilities, larger endowments and a more extended plant, for all her resources are at present taxed to the utmost and more work can be done only when there is more at hand with which to do it. No college can meet the demands of society on it, by the profits it makes, for it is not a profit-making concern. It is a philanthropy and is constantly giving more than it receives. To educate a student a year costs the college about \$200 and the student pays but \$60. That is, the college has to make an annual average contribution to the education of every student within its walls of about \$140. Each student who takes the four year course is given about \$600 more than he pays in, and this deficit can only be met as generous and philanthropic men increase the resources proportionately to the increasing demands made upon it.

At the present time Lawrence is seeking to raise \$500,000. Some \$200,000 of this is to go for new buildings and their furnishings, while \$300,000 is to go for endowment to meet the need of a larger and a more adequately paid instructional force.

There are four new buildings needed at once, a chapel, a dormitory for women which is about to be built, a gymnasium for men, and an additional building for recitation and laboratory purposes. It is impossible to increase our student attendance above 600 with the present plant, as neither the recitation rooms nor the laboratories would be adequate. Even with our present attendance, two buildings are an immediate necessity, a dormitory which is provided for by a recent gift of \$100,000 by Mrs. Russell Sage, and a chapel, towards which we have a substantial subscription. The chapel is a pressing need. The present chapel is too small for the student body; is on the third floor of Recitation Hall, with but a single stairway and, therefore, dangerous in case of fire. It is without facilities for the various forms of religious work done in the college which need better accommodations. \$100,000 should be secured for the site, building, and furnishings. It will thus take \$200,000 to meet the immediate building necessities.

But the \$300,000 additional endowment is fully as necessary as an increased plant. In the first place more teachers are urgently needed. Some of the departments have grown beyond the capacity of the professors and assistants to care for them. The great attendance on some courses requires them to be divided in two and three sections, which greatly increases the teaching work, and calls for additional instructors. There is also a loud demand for some new courses, especially in the line of commerce. The minds of young men are turning more and more to business careers. This is a result of the great development of interest in and emphasis on vocational education, and may be expected to steadily increase. We need to develop a department of commerce at once which could be done by a selection of courses now given, and adding another professor who will give his time to teaching accounting and other practical business branches. In short we need an assistant in history, an assistant in English, a professor of Commerce, and helpers in one or two other lines at the present moment. An increase of attendance would force upon us a still larger teaching body. But besides this is the fact that we must pay larger salaries. Lawrence has raised the salaries of its teachers several times in recent years, but they are still

very inadequate. The cost of living has increased so seriously, that professional men are not as well off with moderately increased salaries as they were some years ago. If one compared the pay of Lawrence professors with that of men in other strong colleges of our size he would at once see the disadvantage our men are under. But all this means a much larger endowment, and explains why an increase of \$300,000 to our productive funds is a pressing necessity. It is hoped that as a result of the present Jubilee movement the immediate necessities of Lawrence will be measurably met. We have set forth the facts of this bulletin with the hope that they will arouse a generous public to help solve our serious financial problems.





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